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BOOK DEPARTMENT

A full description of the books received, giving size, price, etc., will be found in the list of "Publications Received" in this issue, or, generally, in a preceding issue of the SCHOOL REVIEW.

A History of Mathematics. By FLORIAN CAJORI, Professor of Physics in Colorado College. pp. 422. New York and London: Macmillan & Co., 1894.

This history of the rise and progress of the various branches of mathematics is divided into four periods, viz: Antiquity, Middle Ages, Modern Europe, and Recent Times. Under the first head is given an account of the study of number and its notations by the Babylonians, of number and *practical* geometry by the Egyptians, of number and *theoretical* geometry by the Greeks in the Ionic, Pythagorean, Sophist, Platonic, and the first and the second Alexandrian school, and an account of the beginnings of algebra among the Greeks, and of the general lack of the mathematical spirit among the early Romans. The second division recounts the progress made in arithmetic, algebra, geometry, and astronomy by the Hindoos, Arabs, and Europeans of the middle ages.

The third period begins with the capture of Constantinople by the Turks, and recounts the inventions and discoveries of such intellectual giants as Tartaglia, Cardano, Vieta, Descartes, Newton, Leibnitz, Euler, Lagrange and Laplace.

The last part gives a clear, concise, and critical account of the recent development of Synthetic Geometry, Analytic Geometry, Algebra, Analysis, Theory of Functions, Theory of Numbers, and Applied Mathematics.

The work is thoroughly indexed, and the 101 books, pamphlets and articles used in its preparation are referred to by number in the text. Its pages bear the marks of great care and candor in ascertaining facts and in their judicial balancing.

Its style is clear, concise, and so enlivened by anecdote as to interest even the young reader.

The contemplation of the various steps by which mankind has attained its vast store of mathematical knowledge is instructive as well as entertaining, and to give to many of the old problems their full meaning and interest it is indispensable. It teaches that the false even may open a larger field of inquiry and lead to more genial and efficient methods of investigation, as in the case of the indivisibles of Cavalieri. It illustrates how the authority of great minds may lead their successors to accept absurdities as fundamental principles, and may repress candid inquiry, as was so long the case regarding the so-called axioms of the infinitesimal calculus.

The growing impression that no subject loses more than mathematics by a neglect of its history makes the appearance of this work most acceptable to every earnest and progressive teacher. We cannot too strongly urge the free use of this volume by all teachers and students.

Colgate University

James M. Taylor

The Gate to the Anabasis. By CLARENCE W. GLEASON, A. M., Master in the Roxbury Latin School. Ginn & Co.

In 1514 a little Greek text-book was published in Strasburg, bearing a long Latin title, which ended with the words: *Lector, eme, lege, et gaudebis*. The publication of little Greek text-books has continued from that day to this, and the book before us is the latest that has come to our notice. From the examination that we have given it we are inclined to speak favorably of the manner in which the compiler has carried out his purpose. The contents of the first book of the *Anabasis* are given in easy Greek and thus the learner is introduced early to the study of connected Greek prose. Following the text are seventeen pages of *Colloquia*, which, with some aid from the teacher, may be made, as the compiler hopes, to add interest to the lessons and afford useful practice in forms and syntax. We do not, however, think it likely that they will lead to much speaking of Greek among the average boys, at least not outside of the class room. The vocabulary gives the Latin corresponding to many of the Greek words; this is commendable. At the end are 46 word-groups, giving together the words belonging to different stems. This can be used to advantage even with young pupils. *Eme, lege, et gaudebis*.

Rutger's Grammar School

E. R. Payson

Myths of Greece and Rome. By H. A. GUERBER. American Book Co.

This is a charming and intensely interesting book. It is made interesting because it was written to be listened to and not to be read; and the author has fittingly dedicated it to the teachers in whose schools he first delivered these lectures—for of such is the book composed. It will interest all from the primary grade to the university. The quotations from the poets are frequent and brief, hence do not tire us. The author has most properly placed the analysis of the myths in the closing chapter, which the student will be eager to study after he has read what goes before. The glossary is full and complete, with which the index is combined. The illustrations are clear and copious. The teachers of literature will welcome this book. As a reference book for the classical and the English pupil, it will do better service than any of which we know.

Los Angeles (Cal.) High School

E. E. Cates